THE APPRENTICESHIP BULLETIN

PUBLISHED BY THE SCHOOL OF PRINTING
NORTH END UNION, BOSTON, U.S.A.
MARCH–APRIL 1915

EXCUSES

THERE is no excuse for excuses. They weaken character; they make a person after awhile a walking apology instead of a man who has a right to hold up his head and walk fearlessly and have his word count in council. The world has no use for a weakling with ready tongue for excuses, but unwilling hands and brains for work. The best word of advice I could give a young man starting out in any business is, avoid the necessity for the first excuse. Master the first task that is given to you, and master the next, and the next — don't let them master you. In this way, and in this way only, will you grow strong and courageous, able to do many things that at first seem beyond you. But if you begin life with an apology for something not done, you have already entered the path of unsuccess and mediocrity.

Gage Tarbell.

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THE SCHOOL OF PRINTING, NORTH END UNION
PARMENTER STREET, BOSTON, MASSACHUSETTS

¶ A Training School for Apprentices conducted under the auspices of the BOSTON TYPOTHETAE BOARD OF TRADE. Established 1900.

Apprenticeship Committee: GEO. H. ELLIS (Geo. H. Ellis Co.), 272 Congress Street; HENRY P. PORTER (Oxford Print), 148 High Street; J. W. PHINNEY (American Type Founders Co.), 270 Congress Street.

Samuel F. Hubbard, Superintendent. A. A. Stewart, Instructor.

¶ The aim of the School is to give fundamental and general instruction in printing-office work. It does not undertake to turn out fully fledged printers. The active co-operation of employers enables the School to place its pupils as apprentices in the best establishments under an agreement covering five years, part of the time in the School and the balance of the time in the shop.

The course of study embraces book, commercial, and advertising composition, and platen presswork. The School is supplied with hand and job presses, roman and display types of various styles, and the usual furniture of a modern printing office.

The School is continuous and pupils may enter at any time. The hours are identical with those of a regular workshop, from 8 A.M. to 5 P.M., excepting Saturday afternoon.

The tuition fee for one year is $100. Applicants must be sixteen years of age or over.

For further information address SAMUEL F. HUBBARD, 20 Parmenter Street, Boston. Telephone Richmond 1314-W.

The Apprenticeship Bulletin

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I WILL STUDY AND GET READY,
AND MAYBE MY CHANCE WILL COME.
ABRAHAM LINCOLN.

The Printer and His Apprentice

Frederick W. Hamilton
in the U. T. & F. C. A. Bulletin

THE state of Massachusetts has a new law making elaborate provision for a system of continuation schools for boys and girls between the ages of fourteen and sixteen who are employed in the industries. This law provides for the furnishing of facilities for the instruction of the these young people for not less than four hours in each week, during business hours, in matters related to the industry in which they are employed. The law also provides that when, in the judgment of the State Board of Education, any community shall have made sufficient provision for the adequate instruction of all the young people of this sort in this way, attendance at these continuation schools may be made compulsory up to the age of sixteen. This has been done in the city of Boston, which now has a complete system of compulsory continuation schools in operation.

As this work is yet new and largely experimental, the time has not come for any particular discussion of the work itself or of its results. It is of value largely as a definite indication of the spread of a movement which is gradually taking its proper place in the field of industrial education.

The present writer is not aware of any other place in the country where attendance upon schools of this type is compulosry, although there is a large and increasing number of places where it is voluntary.

IT is interesting to note that in Boston there has been no difficulty in securing the co-operation of employers to the extent of allowing their employees to attend these schools for the required period during business hours without loss of pay. They have been broad-minded enough to see that the improvement in the quality of the service obtained from those who are getting this outside training is so great that the small amount of money spent in paying the employee while in attendance of the school is better invested than any other part of the pay-roll. This co-operation is found elsewhere than in Boston and is indeed an indispensable condition of the success of this type of industrial training.

It is just at this point also that the greatest danger of this type of training is to be found.

The principle accepted by the U. T. and F. C. A., so far as repeated endorsement of reports can involve personal acceptance of the principles set forth in such reports, namely, that it is the business of the industry to teach its own art and craft, and the business of the community to instruct the young workman in desirable and necessary knowledge which the shops can not furnish, is very generally accepted elsewhere. As an ideal it is rarely disputed. It is very commonly, however, held to be a counsel of perfection.

THE trade school conducted by public authority and with loose relations to the industry, if any at all, is defended on the grounds that it is the only means by which systematic trade instruction can be given because the employers of apprentices can not and will not teach the trades to the young people in their employ.

It is alleged that the conditions of industry are such that the best that can be done for the boy is to throw him into the shop to pick up what he can without counsel, guidance, or direction. This means poor workmen and the decay of the industry. Consequently we must have the teaching of trades in the public schools or the trades will not be taught.

There is only too much truth in this indictment. In the vast majority of cases the boy

who goes to work has very little chance to learn any business and nobody has any interest at all in seeing that he learns it.

IF the printing industry is to have a better system of apprenticeship for itself and stand for a better principle of industrial training, individual printers everywhere must assume responsibility for the training of their apprentices. It is of no use to ask the community to train the boy outside of the shop if the industry is not training him in the shop. It is mockery to send a boy to school to learn shop arithmetic, English, and the principles of design as aids to his training as a compositor if he has no training as a compositor.

Printers want another and better system and they know perfectly well what the system is. They cannot have it, however, unless they are willing to co-operate. Co-operation means more than allowing the apprentice to go to school one or two half days a week on the employer's time when he can be perfectly well spared from the office, and keeping him in the office when his presence seems desirable. That is only passive co-operation. Success demands active co-operation in seeing to it that the boy is actually taught the things which he ought to learn in the shop and intelligently trained into efficiency by the employer to whose interests his efficiency means so much.

YOUTH should be a season of instruction in industry and the useful arts, as well as in letters and thesci-- ences mastered by their aid. Each child should be trained to skill and effiiciency and productive labor. Horace Greeley.

Education and Discipline

Ex-President William H. Taft

EDUCATION that does not help to form character misses the chief object of it for citizenship, and I have a theory that you need a broad foundation of thorough primary education for everyone, whether he is going to be a farmer, a lawyer, a mechanic, or a minister. I want to suggest that you may overdo this dividing up your education clear down to the bottom. You may overdo this business of vocational education unless you have a foundation. One of the most humiliating things to me is to get a letter from a university student in which he mispells two or three words. That is only an indication that he was not thoroughly trained in the primary schools, and that while his head was in the clouds his feet were not on the ground.

Among the youths in the common schools, in private schools, in secondary schools, and in the colleges, as every one of you know (you may not admit it, but you know it) you find a lack of respect for authority, a lack of self-discipline, a lack of courtesy and politeness. What does a lack of courtesy and politeness mean? Why, it means that the boy or girl has not been

taught the democratic principle of respecting the rights of others. When a pupil is abrupt and rough, and does not give the teacher the respect the teacher ought to have, he simply has failed to learn the proper principles of democratic citizenship. A man who is always dwelling on what somebody ought to render him, and not on what he owes somebody else, is started wrong. Discipline is what we need in this generation. It is in that we are lacking. Where does the lack come from? Doubtless, some of it comes from the schools, but the chief cause is a good deal further back than that—it is in the family. In these luxurious days the parents delegate to somebody else the discipline of the family and do not have the strength of character to see that the boys and girls have the proper respect, first, for their parents, second, for the opportunities they have in going to school, and for the necessity for improving them; and, third, they do not have the self-restraint that they should show in their bearing to the entire world. They get the impression that they are "the whole thing," and that the world circulates around them. That is due to the lack of discipline at home.

DONT WAIT TO BE TOLD

IF you would advance in your position or get on faster in the world, don't get the habit of waiting to be told what to do. Anticipate the wants of your employer. Use your common sense and ingenuity in trying to solve the prob-

lems that come up from day to day. Nobody ever advances who constantly waits for direction. It is the man who decides promptly and with precision, without being told what to be done, and then does it, who gets on in the world. A habit of doing nothing without order or direction is paralyzing to one's faculties and individuality.

A New Phase of Industrial Education

Extracts from a paper by Arnold Levitas, Instructor
Stuyvesant Evening Trade School, New York

SUPPLEMENTARY trade education is becoming a factor of the greatest consequence in every industry, and its value is being recognized more and more every day. Organizations of employers and trade unions have taken up the consideration of the problem, but have made little progress toward its solution.

The Board of Education of New York City has given a good deal of attention to this important matter, and has expended much energy and money in the attempt of solving the problem of efficiency in labor. It is seeking to extend its activities in the idustrial field by creating more vocational schools and by introducing new subjects. But the Board of Education, in most instances, is teaching exactly that which the prospective journeyman is getting in the shop—namely, the practical element of the trade.

While the mechanical part of many trades is the most important, the theoretical element should not be overlooked. It is due largely to

this neglect that the workingman of this country is not noticeably progressive in efficiency and that industries are not developing as well as they are in some of the countries of Europe.

We have universities and colleges for the professional; we have commercial schools and colleges for the businessman; but we have no effective instruction for the workingman. There are no high schools or colleges where the workingman could gain a higher education or where he could increase his intelligence. The working classes consist of about 75 per cent of the population, yet their progress is haphazard. They are obliged even to "steal" the elements of their trades. As journeymen they rarely have any opportunity for advancement, and they are not much better off when their career is finished than when it began.

The duty of the state is to take care of its masses of workers—to provide for them instruction which should make them more intelligent and more efficient in their work, and which should tend to develop the industries. This would not only be an aid to the individual, but would also greatly benefit the community and the state. An excellent illustration of its practical application may be had by studying the method of industrial education in Germany. There it was recognized that in the further development of the workingman lies the welfare and progress of the nation.

What the big and powerful educational bodies have overlooked has been modestly tried by a pioneer in the printing industry; and so successful have been the results of this experiment that it was the means of arousing the interest of both the printers and educational authorities in its activities.

AT the Stuyvesant Evening Trade School there exists now a course in typography and proofreading. Modest as it sounds, it is the first successful attempt in supplementary trade education of a theoretical nature. Its aim is to give the printer that necessary education which he was unable to get either at the shop or at the trade school; that education which would go toward greater opportunities in the trade and which would ultimately result in the broadening and developing of the industry itself.

The value of the course has been recognized by the rank and file in the trade through the good results which the course has already brought in evidence; and, in consequence, the registration of this year — the third of its existence — was so large that an additional class had to be organized.

The course consists of 240 hours of work given in 120 evenings of two hours each. Sixty evenings, Mondays and Wednesdays, are given to lectures, and sixty evenings, Tuesdays and

Thursdays, are given to practical work. In this way the theoretical and practical sides of the work are carried on together.

The lectures cover proofreaders' marks, punctuation, marks of reference and accents, capitalization, division of words, abbreviations and contractions, compounds, grammatical division and sub-division of the book, making up a book, copy-editing, English in modern typography, orthography, synonyms, antonyms, homnyms, rules of the Geographic Board, indexing, computation of space, the practical procedure in the proofroom, the typographical and editorial construction of the magazine and book, and methods of typography.

The practical work covers galley reading, advertisement reading, proofreading by copy, revising, page reading, final reading, editorial reading, proof criticisms, preparation of manuscripts, and a question box.

THE methods of instruction at the Stuyvesant Evening Trade School are as follows: The course is divided into lectures and practical work — sixty evenings of each. The lectures on Monday and Wednesday evenings include all the subjects in the first division. The most important rules are written on the blackboard for the students to copy. All rules are thoroughly illustrated and discussed from the editorial, typographical, and grammatical view-

points. The present methods prevailing in modern printing and publishing houses and the differences of opinion of printers, lexicographers, and authors are also taken into consideration.

The text-book used for the course is a compilation by the instructor, consisting of about 500 pages of manuscript — rules and illustrations. This manuscript includes all the subjects in the schedule of study mentioned before.

Two evenings each week are devoted to practical work on proofs. Here the theoretical study of the lectures is applied to practical demonstration.

Proofs are read first for typographical errors, then for the grammatical construction, and finally by copy. These proofs are openly criticized three times during the month, all students participating in the discussions. In the second reading and final reading the students criticize each other's proofs. Everything is done as nearly as possible to get the practical results of the printing office. Another feature is the question box, and fifteen minutes each evening is devoted to the answering of questions propounded by the students. For the past three years this work has proved to be very successful from every point of view — fulfilling as it did a need which was long felt among printers and their employers.

THE simplest things in life are hardest to grasp, because the ordinary mortal is forever overstepping the natural and easy way, reaching in the most complex and

different manner for results that he makes difficult of attainment by not simplifying his effort. A. W. Birdsall.

There's Always a Boss

The Harris Monthly.

WHEN I began this printing game I kicked an old style Gordon press, pulled down three dollars every week, but wasn't happy, I confess. You see, the fellow over me would scold me fierce and make me sob, and how I longed for the happy day that I'd be able to hold his job! Well time rolled on, as it always does. At last one day my dream came true. I had his job, I had his pay, also another point of view. The foreman now was over me, a grouchy cuss with frowning face, and soon I longed to take his place. A foreman later I became and thought that I was surely free, but a superintendent now I found had several things to say to me. When the super flitted hence, I was Johnny on the spot; I got the place but found there was a manager to say what was what. A manager I was by-and-by; new troubles here I had to face, for I was bossed and cussed and blamed by the big live-wire who owned the place. When I'd saved a goodly sum I bought some presses, type, and ink. At last I was a genuine boss. Was I free? yes—I don't think. I was bosssd by those I owed, also by those who did owe me — by my competitor up the street. I found that a man is never free.

In this mortal vale of tears, from the time you're born until you're dead, you find, no matter where you work, there's always someone just ahead. The man at the top's no better off; he pays the price for place and power, he doesn't work from eight to five, but punches the time-clock every hour. He has a hundred bosses now where formerly he had but one. If he makes mistakes they cost him dear, a good excuse will help him none. The only man who's really free is the worthless tramp in his tattered coat, and even he acknowledges that a wicked bulldog gets his goat.

NOTHING SUCCEEDS WITHOUT A BOSS.

Knowledge and Power

IT is not what you know, but what you can do with it, that makes you a valuable person. The world is full of people who know a great deal, but cannot use it. They are weighted down with unavailable facts and theories, impractical knowledge.

It is not the ability, the education, the knowledge that one has that makes the difference between men. The mere possession of knowledge is not always the possession of power; knowledge which has not been digested and assimilated and become part of yourself, knowledge which can not swing into line in an emer-

gency is of little use, and will not save you at the critical moment.

To be effective, a man's education must become a part of himself as he goes along. It must be worked up into power. A little practical education that has become a part of one's being and is always available, will accomplish more in the world than more extensive knowledge that cannot be utilized.

Consecutive Thinking

ONE of the most valuable acquirements to any person is the ability to think consecutively. All our great buildings, bridges, ships, etc., are the result of consecutive thought. All great achievements have their origin in it. It depends upon our power of focusing the mind, and its opposite is scattering or dissipating. If this ability to think consecutively is so important, and I am sure everyone will agree it is, then methods to acquire this power are important.

One method which I would here suggest is: to write out your thoughts upon different subjects in as clear a manner as possible. You will be surprised to find how hazy your ideas are concerning some subject upon which you have put considerable study. It will enable you to use words, those tools of thought, and aid you to put your ideas and thoughts in order. Bacon says: "Writing makes an accurate man."

Once we form a thought into oral or written words we have given it individuality. It is formed of our life and sent out by the will and is a child of our brain.

Swinburne's Suggestions.

EVERY one who ever did anything anywhere had to find the grindstone and run himself against it until he developed an edge that would cut something. Half of greatness is grit. Kaufman.

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The Apprenticeship Bulletin

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Success Is Not an Easy Job

¶ This is a school to teach the boys the lessons of life. It is not a charity school. The chief lesson in life is that industry, application, and intelligence combined are necessary to success, and that some sacrifice of our natural inclination to take things easy is necessary if we want to accomplish anything. Those who wish to take things easy do not need any education to learn how to do it.

From the catalog of the Theodore N. Vail Agricultural School, Lyndon, Vermont

BOSTON No. 2 PRINTERS

J. STEARNS CUSHING

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The human individual lives far within his limits. He possesses powers of various sorts which he habitually fails to use. He energizes below his maximum and he behaves below his optimum. We are making use of only a small part of our possible mental and physical resources. Prof. William James.

J. Stearns Cushing, Printer

May 3, 1854—Nov. 18, 1913

A BOSTON printer who made more than the usual success in his calling and in other relations of life, public and private, was the late J. Stearns Cushing, president of the Norwood Press, who died November 18, 1913.

He was born in Bedford, Mass., May 3, 1854, and later attended the public and high schools of Clinton and Medford. He entered the University Press in Cambridge as an apprentice to learn the printer's trade in 1868. He worked there afterwards as a journeyman, and also in the printing offices of Rockwell & Churchill, Rand, Avery & Company, and Alfred Mudge & Son in Boston, and the Riverside Press and John Wilson & Son in Cambridge. Having previously made it a point to gain a thorough

knowledge of the printing art and realizing the opportunity for improvement in making school and college text-books, he devoted himself to this work with remarkable success.

IN 1878, with a very modest capital saved from his wages, Mr. Cushing started in business on his own account, establishing a typesetting plant in a small room at the corner of Milk and Federal streets, Boston. His first work—a book given him on trial, with a promise of more work if that proved satisfactory—was such a superior specimen of the printer's art that he won immediate patronage.

His business increased rapidly and in 1889, when he had been in business a little over ten years, he took a floor in the Estes Press building on Summer street, Boston, and gradually increased his force to one hundred and twenty-five compositors.

In 1895 he located his business in the town of Norwood, in a building erected for the purpose, in association with Berwick & Smith, who located their pressroom there at the same time, while later the firm of E. Fleming & Co., bookbinders, was added to the combination, thus completing one of the largest bookmaking plants in the United States.

Mr. Cushing was president of the Boston Typothetae for nine years. He also served as vice-president and chairman of the executive

committee of the United Typothetae, and in 1911 he was elected its president.

Besides being active in printing trade organizations, he took an active part in many social and fraternal societies, and also in public life.

Mr. Cushing was, in addition to his many other activities, the chairman of the first board of supervisors of the School of Printing, one of its earliest promoters, and was always actively interested in the welfare of boys who were learning the printing trade. His sympathy, wise counsel, and readiness to lend a helping hand were no mere perfunctory service offered by a successful man, but were intensified by the background of his own experience.

OF his apprenticeship term Mr. Cushing, in a talk at the North End Union School of Printing, in 1908, gave some interesting reminiscences in which he said:

"In 1868 I was fourteen years old and had what was considered an excellent opportunity to go as an apprentice in the printing business to the University Press, then conducted by Welch, Bigelow & Co. It was considered a very great privilege and much sought for. We had no indenture papers at that time; there was really no bond between the employer and the apprentice except that of good faith. So, on a mutual understanding between my father and Mr. Bigelow, it was arranged that I should

spend five years there as an apprentice, and be graduated at the end of that time with a good idea of the printing business and be capable of earning journeyman's wages.

"The first forenoon I learned the case, and in the afternoon I began setting up the copy of one of Washington Gladden's lectures. I had learned the case fairly well, but my first proof was so disgraceful that they threw what I had set into the pi-box. I can remember coming across an italic word. I hated to keep bothering the man who was supposed to give me my first instructions, and it looked to me as though the italic word was nothing more than the roman letters tilted over a little. So I tilted my letters over a little, and the trouble was to keep them tilted; they would not stay so. By making wedges with a match I managed to keep them tilted, and thought I had done a pretty good job and discovered the true way to make italics.

"I was kept setting type for about six months or so, and then was sub-apprenticed to a journeyman who was setting up a Greek dictionary. He had not the least idea of teaching me anything about setting Greek type. As you will naturally suppose, each line of a Greek dictionary begins with a Greek word, and then there is the English equivalent in roman, and any grammatical matter would be in italic. He allowed me to set the English

roman and italic, and then he would run in the Greek word. After I had done that for some time I asked him why I could not set the matter complete. He said, 'You never could do it,' and I became very unhappy, because it seemed as though I was doing only half the work, when I might just as well do the whole of it. One noon I brought my lunch, and as soon as he disappeared I got at the case and set two stickfuls of that matter complete When he came back and found it he was as mad as a hatter; but I was very proud when the proof was returned and there was not a single mark on those two stickfuls. Notwithstanding this, he would not allow me to set the matter completely.

"After this I was put to distributing. I think I was kept at distributing nearly a year. Then I went to Mr. Bigelow and said that I was ambitious to learn the business, but that I did not believe that distributing plain matter was teaching me the business; that I had no opportunity to learn to make-up or to set difficult matter. For a while things were improved, and I was put with a man who was setting some easy mathematical work. But he directed me to set only the plain paragraphs, and when I came to the more difficult part of the work he forbade me to set it. After a while I went again to Mr. Bigelow.

He seemed to sympathize with me and spoke to the foreman about me. I got a change for a short time on plain typesetting, and then I would go back to distributing again. But I kept my eyes open all the time and in this way learned many things which later came in useful.

"One day I made up my mind I would take the case in my own hands, and left there and went to work in a shop in Boston. Two of my fellow apprentices also left the place. Through one of them I obtained this second job. And there I met the other extreme. In this shop they expected me to start in and do anything and everything. They printed a patent paper, full of pictures of machines, with descriptions and advertisements, and I was expected to know how to set it up, and make it up, and run in cuts, and lock up, and do many other things that were entirely new to me. But I was glad of that opportunity. It is better for a boy to be obliged to learn than to be prevented from learning what he should know about his work."

Typothetae and Union Officials Discuss Apprentices

THE Committee on Apprentices of the U. T. & F. C. of A. and a similar committee that represented the International Typographical Union held a joint conference in New York

recently that can hardly help having beneficial results for the trade as a whole. A discussion of two or three hours cleared up many small points of divergence. It was unanimously the opinion that whereas indentured apprenticeships are not usually enforceable at law, they are to be commended because they fix responsibility upon the employer to teach and the apprentice to learn, and that a short period is not sufficient for good results; it should be five years. It was agreed that the system in vogue in many cities, of trying to teach printing in small plants located in school buildings and operated under scholastic conditions, does not produce the best results; that, on the contrary, training for an industry should be carried on in the industry; and that the best results are obtained by the continuation work conducted by the schools for the benefit of apprentices employed a part of the time in shop work under commercial conditions. The conference was impressed with the need of better attention to the teaching of the apprentice in the shop. The representatives of the union were first inclined to the opinion that the cost system operates against apprentice training, saying that the journeyman is under the necessity of turning in tickets showing the largest possible amount of productive time, and that he therefore will not willingly turn aside from his daily tasks to give instructions to apprentices. It was pointed

out, however, that the cost system makes it imperative upon the foreman to reduce his non-productive time as much as possible; that he can contribute to such an end by hastening the training of the apprentice so as to get him soon upon a productive basis; and that therefore the cost system does not really retard apprentice training but promotes it.

THE conference lasted three hours and gave occasion for a very free and full discussion of the fundamental principles of apprentice training. As a result of this discussion, it appeared that the two committees were entirely in accord upon certain fundamental points. This agreement was not reached by a process of argument, but was simply the formulation of opinions held by both committees before the conference began.

Briefly stated, it was agreed that any sound system of apprentice training must be founded upon apprenticeship agreements, as necessary to secure and safeguard the best interests of all concerned. The conference was inclined to believe that the period of apprenticeship should be five years. The second point of agreement was, that training for the industry should be carried on in the industry and that we should look to the public schools for aid in the instruction of apprentices on the academic side of their work, giving them a certain amount of instruc-

tion weekly in English, shop mathematics, design, and other matters directly bearing upon the industry. It was the opinion of the conference that there are so many evils evident in operation, and practically inevitable, in public vocational industrial schools, that the conference felt that both organizations ought to work strongly for the other type of instruction and discourage the carrying on of public vocational schools of printing whereyer possible. It was also agreed that the two organizations ought to work for the extension of continuation school work of the kind just described, and wherever it is introduced both organizations should agree in making it compulsory upon apprentices.

The third point of agreement was that better and more definite provision ought to be made in the shops for the instruction of apprentices in shop work, recognizing that the haphazard conditions in this regard are very unfortunate and stand in the way of the introduction of a better system.

"Useful" and "Useless" Education

WHILE the BULLETIN has always been an advocate of industrial training as an essential part of the education of every individual, it has at various times published opinions seriously questioning the wisdom of turning the tide of public school educational work into

channels dominated wholly or even chiefly by vocational aims, such as has been for a number of years taking place throughout the country.

At a time when public school boards are expending great sums of money in machines and equipment for mechanical training, overturning curriculums, and discarding as out-of-date many conventional "cultural" studies, in their concern to give public school pupils a kind of education which will better enable them to earn money, the protest of an eminent statesman of broad outlook is worthy of more than usual consideration.

IN an address before the graduates of Radcliffe College, Senator Henry Cabot Lodge took up the cause of classical education, pleading for the liberal studies in school and college, and arguing that utility is not the only test of sound education. Although speaking specifically to college men and women and referring to the aims of education in higher institutions, the logic of his argument applies with equal force to the elementary public schools.

He reminded his hearers that living by bread alone is not complete living. The education which aims only at money-making but half performs its task, and "liberal studies" must be provided for unless the race is to retrograde. The university, from his outlook, has almost ceased to be a place "where nothing useful is

taught"; it is in danger of becoming a place where everything "useless" is tabooed. What he sees is the stern practical test of utility applied to all university teaching, the utilitarian theory of education carried to its extreme. The claims of practical matters of every-day life were acknowledged and the wonderful results of the sciences were conceded; but he insisted none the less strongly that to be cultivated and accomplished men and women must know something at least of history, art, and literature.

SENATOR Lodge pleaded for the humanities as embodied in literature. "Just a year ago," said he, "speaking as president of the Harvard Alumni, I quoted Lowell's famous definition of a university as a place 'where nothing useful is taught.' I quote it once more because I would fain say a word in behalf of the 'useless' things which were once the main if not the sole object of all university education but which have now been pushed aside.

"More and more rigidly has the stern practical test of utility been applied to all university teaching. More and more has the question been asked, 'What use will this be to a student when he or she goes out into the world and is called upon to deal with the business of life?" The first test and the simplest was how far the education of a university would aid its grad-

uates in earning a living; in other words, the money test was applied. This, so far as it approaches the precincts of the university at all, has hitherto been considered in connection with the work of the professional schools alone, but now the university has gone to the point of trying at least to teach its students directly how to make money in purely money-making results with no trace of general or even of professional learning about them. This represents the extreme to which the utilitarian theory of the highest education has proceeded.

"That there was good reason for some change everyone must admit, nor can it be denied that the ancient and long-continued monoply of Greek and Latin in the higher education had become, in a measure certainly, an anachronism. But it seems as if the pendulum had now swung too far in the new direction.

"Men cannot live by bread alone nor, in the highest sense, can education be confined to methods of money-getting, or be of the first order, if the 'humanities,' as they used to be pleasantly called, are wholly thrust aside and neglected.

"The classics in fact became a fetish which led to many absurdities among their devotees, like that which has required successive generations of English boys to write Latin verses. But in getting rid of absurdities let us beware of losing the substance.

"IT is not well wholly to forget the vast debt which mankind owes to the recovery of the literature and art of Greece and Rome. It was by no means without reason that a classical was known and is still known as a liberal education. The mind of the Renaissance was liberalized by the study of the classics and what was true then is true now; for the classical education liberalizes in the only right way by making its beneficiaries respect genuine learning and knowledge of any sort wherever found and no matter how far removed it may be from their own. There is no form of education which teaches this respect for the learning and acquirements of other men in any direction, as far as my experience goes, so surely as the classical.

"Greek and Latin are the foundations of the literature of western civilization. Is literature then to be pushed aside because it is not obviously utilitarian and practically valuable in science, in business, or in money making?

"LITERATURE and art are the fine flowers of the highest civilization. As Shakespeare has it:

> Not marble, nor the gilded monuments
> Of princes, shall outlive this powerful rhyme;

In literature are garnered up the thoughts which have moved the world and guided, all unseen, the history of man. Worth more than

all the money ever piled up are the happiness, the delights, the help which literature has given to the children of men. A purely material existence, a wholly material civilization, are joyless, for it is only the things of beauty that are joys forever. In literature, in the creation of human imagination, are to be found the men and women, outside the little immediate world of each one of us, whom we know and love best, whom we hate most, whom we constantly discuss. Real men and women die, but the men and women created by the imagination of those who 'body forth the forms of things unknown' live always. Ulysses and Hector, Don Quixote and Hamlet are more real and better known to us than any men who lived and walked the earth and whose deeds and words fill the pages of history.

"Think of the friends and companions literature has brought to us, with whom we love to live and wander and dream the hours away. They come in an almost endless procession, bringing with them every emotion: sorrow and anger, love and hate, laughter, humor, adventure. These are the gifts of literature, of the imagination of men of genius endowed with the creative power, from Shakespeare with his world of men and women out and on through all the great literature of civilized man.

"Turn it as we will, proclaim the superior merits of science, which no one reverences and

admires more than I, with all its vast gifts of knowledge, with all that it has devised and invented so beneficial and so destructive to man, as strongly as you please, vaunt not only the necessity of mechanical industry, but the advantage of money getting as loudly as you can, and still even now the world admits that those to whom we award the honor of scholarship, whom we describe as cultivated and accomplished, must be men and women who know something, at least, of history and art and literature; and history, art and literature, so far as we are concerned, spring from, are related to, or contrast with the great civilizations of Greece and Rome."

AT a meeting of the Harvard Alumni which followed Senator Lodge's address, came a view of the subject from a somewhat different angle. It was Dr. H. P. Walcott, the veteran health expert, who claimed a place for science among the much-vaunted "humanities." He reminded the alumni that under the limitations formerly existing there would have been no room in an ordinary university for an intellect like that of Louis Pasteur. Such a man and his early investigations, purely scientific, would have been classed among the "useless things," yet they led to "an investigation which has been of more service to mankind than almost any imaginable investigation undertaken

in any university." "To my mind," said Dr. Walcott, "the life and labors and character of this great man are fully as effective for liberalizing influences upon the minds of students as any course of study adopted in a university which has been content to remain safely anchored in the slack waters of the stream of life." And the speaker went on to tell of perilous adventures against the enemy of disease, of great campaigns against pestilence and plague, "worth all the reckless daring of the battlefield."

NOW there is no real clash between the two views, comments an editorial writer of the Boston *Herald.* Read between the lines, both embody a much-needed protest against the delusion that some beneficial studies may be welcomed as useful and others discarded as useless. A vast amount of man's thought and work, destined to tell mightily in the promotion of human welfare, does not bring a penny; and a good deal of such work and thought is made easier by the very pursuits which men enter only for gain. The "useless" satisfactions won in the cult of science for its own sake are big with discoveries that put humanity farther on its way and transfigure the world. There is nothing more "practical" than the exercises of mind and soul that enrich existence, link man to his fellow-man through the ages, and

make the earth a more beautiful place to live in. Let us get rid of the practice of defending liberal studies on the ground that only one kind of culture can be called liberal. Let us widen and deepen our conception of utility until all life-furthering activities are included within its scope.

IT'S A SAFE BET THAT THE FELLOW WHO EXCUSED HIMSELF BY SAYING HE DID THE BEST HE COULD, DIDN'T.

THE BOUND VOLUME *of*

The Apprenticeship Bulletin for 1914

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☞ Bound volumes of THE APPRENTICESHIP BULLETIN for 1908 (vol. II), 1909 (vol. III), 1910 (vol. IV), 1911 (vol. V), 1912 (vol. VI), and 1913 (vol. VII), bound in stiff boards, with index, are offered for sale at one dollar each. There are no copies of volume I. The present size of page of the BULLETIN was adopted January, 1911, and the four early volumes are 6¾ x 10¼ inches.

THE SCHOOL OF PRINTING, 20 PARMENTER ST., BOSTON

Don't be a Botch

NOTHING kills ambition or lowers the life standard quicker than familiarity with inferiority — that which is slovenly, the "cheap john" way of doing things. We unconsciously become like that with which we are habitually associated. It becomes part of us, and the habit of doing things in an inferior, slovenly way weaves its fatal defects into the texture of our character. Every half-done or slovenly job that goes out of your hands leaves its trace and demoralization behind, takes a bit from your self-respect. After slighting your work, after doing a poor job, you are not quite the same man you were before. You are not so likely to regard your word as sacred as before. You incapacitate yourself from doing your best in proportion to the number of times you allow yourself to do inferior, slipshod work. ¶ The mental and moral effect of half-doing or carelessly doing things, its power to drag down, to demoralize, can hardly be estimated, because the processes are so gradual, so subtile. No man can think well of himself who habitually botches his work, and when self-respect drops, confidence goes with it; and when confidence and self-respect have gone, excellence is impossible. There are many spineless people who must be shoved and pushed, who need the constant inspiration of somebody else's work. Left alone, their ambition deteriorates, their standards drop. ¶ Keep up your standards.

THE CAXTON.

Contents of this Number

1. J. Stearns Cushing, Printer. (Portrait)

2. Typothetae and Union Officials Discuss Apprentices.

3. "Useful" and "Useless" Education.

THE SCHOOL OF PRINTING, NORTH END UNION
PARMENTER STREET, BOSTON, MASSACHUSETTS

¶ A Training School for Apprentices conducted under the auspices of the BOSTON TYPOTHETAE BOARD OF TRADE. Established 1900.

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Samuel F. Hubbard, Superintendent. A. A. Stewart, Instructor.

¶ The aim of the School is to give fundamental and general instruction in printing-office work. It does not undertake to turn out fully fledged printers. The active co-operation of employers enables the School to place its pupils as apprentices in the best establishments under an agreement covering five years, part of the time in the School and the balance of the time in the shop.

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For further information address SAMUEL F. HUBBARD, 20 Parmenter Street, Boston. Telephone Richmond 1314-W.

IT may not be the worst thing to fail, if you have done your best; but it's humiliating to have to admit that the best you could do was to fail. Try again!

¶ Done at the School of Printing, North End Union, Boston.

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No. 47-11

THE difference between a rut and a grave is merely in width and depth.

School of Printing, North End Union,
Boston, 1911.

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One reason why men who mind their own business succeed so well is because they have so little competition.

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No. 49-11

No man under eighty should whine. It will kill off his friends quicker than bug-poison.

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No. 50-11

You will never push yourself forward in this world by patting yourself on the back.

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THE SCHOOL OF PRINTING,
20 Parmenter St., Boston.

No. 58-12

TALK HEALTH

TALK health. The dreary, never-changing tale
Of mortal maladies is wrong and stale.
You cannot charm, or interest, or please,
By harping on that minor chord—disease;
Say you are well, or all is well with you,
And God will hear your words and make them true.

Ella Wheeler Wilcox.

Done at the School of Printing, North End Union, Boston.

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No. 60-12

A thick skin is as much a handicap as a thick head. If some one didn't sometimes get under my skin I would go to sleep on my job. Honest, now, wouldn't you?

Done at the School of Printing,
North End Union, Boston.

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20 Parmenter St., Boston.

No. 62-12

No one ever hits the target who does not aim above it; and the farther away it is the higher one must aim.

A. E. WINSHIP.

DONE AT THE SCHOOL OF PRINTING, NORTH END UNION, BOSTON

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20 Parmenter St., Boston.

No. 63-12

¶We can never have an honest hoss race until we have an honest human race. Josh Billings.

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No. 67-13

It is better to have a big burden and a strong back than a weak back and a caddy to carry life's luggage.

Issued by the School of Printing, North End Union, Boston.

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20 Parmenter St., Boston.

No. 68-13

Most people stare up the steps of Success

A few step up the stairs

Done at the School of Printing, North End Union, Boston

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THE SCHOOL OF PRINTING,
20 Parmenter St., Boston.

No. 69-13

Earning money is the measure of your ability; spending it is the measure of your character.

The School of Printing, North End Union, Boston

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No. 81=14

I HAVE no use for an idle man who goes around telling how liberal he would be if he had an industrious man's money.

Ed. Howe.

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No. 95=15

¶ Persistence is a fine quality, but it isn't the only thing. Remember the hen who sat on a china egg six weeks.

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No. 97-15